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ABSTRACT

Questionnaires were used to evaluate the impact upon visitors of 21 demonstration centers provided for by the Illinois Plan for the Gifted. Results indicated that the centers as a group adequately informed their visitors about the demonstrated program, convinced them of the programs' merits, and caused a minority of visitors, who were already interested and willing to change, to try out something demonstrated. However, this trial was often of a limited nature, partly because the visitors saw their local situation as different from that of the demonstration school. Thus, the demonstration visit was seen as a small influence among other more powerful ones that existed in the visitor's situation, such as problems of cost, facilities, staff, and scheduling. As such it faded with time but still had a desirable influence on a small number of visitors. (Author)

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AFTER THE VISIT: THE IMPACT OF DEMONSTRATION

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May 1970

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CFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

Ray Page, Superintendent of Public Instruction

May 1970

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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REPORTS OF THE ILLINOIS GIFTED PROGRAM EVALUATION

Report No. 1: Policies of the Illinois Plan for Program Development for Gifted Children, David L. Colton. Center for Educational Field Studies, Washington University, St. Louis, Missouri, August 1968. 125 pages.

Report No. 2: Training Materials for Gifted Evaluation Institute, University of Illinois, July 29-August 9, 1968, designed by Douglas Sjogren with assistance from Robert E. Stake, Ernest R. House, Terry Denny, and Stephen Lapan in cooperation with the Center for Instructional Research and Curriculum Evaluation. Cooperative Educational Research Laboratory, Inc., Northfield, Illinois, August 1968. 178 pages.

Report No. 3: A Preliminary Assessment of the Illinois Gifted Program, Ernest R. House, Stephen Lapan, Thomas Kerins. Cooperative Educational Research Laboratory, Inc., Northfield, Illinois, October 1968. 45 pages.

Report No. 4: The Report on the 1968 Summer Institute on Evaluation, University of Illinois, July 29-August 9, 1968, Raynard Dooley, Ernest R. House, Stephen Lapan, and Thomas Kerins. Cooperative Educational Research Laboratory, Inc., Northfield, Illinois, October 1968. 95 pages.

Report No. 5: The Visibility and Clarity of Demonstrations, and Appendices, (published as a separate volume) Ernest R. House, Thomas Kerins, Stephen Lapan, and Joe M. Steele. Cooperative Educational Research Laboratory, Inc., Northfield, Illinois, May 1969. 80 pages.

Report No. 6: Dimensions of the Class Activities Questionnaire, Joe M. Steele. Center for Instructional Research and Curriculum Evaluation, University of Illinois, Urbana, Illinois, October 1969. 28 pages.

Report No. 7: The Illinois Demonstration Centers--The Visitors' View, Thomas Kerins, Ernest R. House, Stephen Lapan, Joe M. Steele. Center for Instructional Research and Curriculum Evaluation, University of Illinois, Urbana, Illinois, October 1969.

Report No. 8: After the Visit: The Impact of Demonstration, Thomas Kerins, Ernest R. House, Stephen Lapan, Joe M. Steele. Center for Instructional Research and Curriculum Evaluation, University of Illinois, Urbana, Illinois, May 1970.

Report No. 9: Instructional Climate in Illinois Gifted Classes, Joe M. Steele, Ernest R. House, Stephen Lapan, Thomas Kerins. Center for Instructional Research and Curriculum Evaluation, University of Illinois, Urbana, Illinois. To be published in Summer 1970.

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I. CUMULATIVE SUMMARY OF DEMONSTRATION FINDINGS

This chapter combines the conclusions of this report with the data presented in two previous reports to form a composite picture of our findings about the Demonstration Centers in the Illinois Plan for Gifted Children. While the two earlier reports documented the actual demonstration process used in these centers and the visitors' immediate impression of the centers, this report defines the impact the demonstration center visits have had once the visitors return to their own schools.

To begin with, most administrators hear about demonstration centers from brochures issued by individual centers, from other administrators, and from the state listing of demonstration centers. On the other hand, teachers first hear about the centers from administrators and other teachers. The main reasons given by administrators for visiting demonstration centers are (1) that they are interested in teacher scheduling, team teaching, and teacher planning, (2) that they are interested in new instructional materials, and (3) to see what teachers are doing in other schools. Teachers report that they come (1) to see what other teachers are doing, (2) because they are interested in new materials, and (3) because visiting is suggested by an administrator. Hence, curiosity is a major reason for visitation. In addition, a sizable number of visitors (40%) say they came because they would like to make changes in their classes. This group is important because it seems that they are the people who eventually do change.

Although for over 84% of the visitors there will only be one visit to the center, they are subjected to a fairly standardized processing which does <u>not</u> deal with the particular and personal aspects of the visitors' situations. Visitors are likely to be told quite a bit about the overall program and the classes they are to view but not very much about any evaluation of the program or how to implement it in their district. While 80% of the visitors say they have little difficulty understanding what the center is demonstrating, visitors sometimes see programs that are not being intentionally demonstrated. Generally, however, what the visitor sees matches what the centers claim to be demonstrating.

The visitors observe the demonstration classes under excellent conditions. They see demonstration teachers and students who are very enthusiastic and they react quite positively to this enthusiasm. Visitors almost always have an opportunity to talk to teachers and, in some centers, to students.

The visitors usually perceive the demonstrated programs as being (1) different from those in their home districts, (2) appropriate for gifted children, and (3) theoretically relevant to their needs. They also see the demonstrated activities as having high motivational value and academically valuable subject matter. (A sample of demonstration classes was evaluated and found to be superior to reimbursement school classes in classroom climate but not in higher cognitive processes.) However, the visitors generally perceive the activities as being neither economically feasible nor easy to implement; they also see the demonstration center school districts as being located in higher socio-economic districts than their own.

Overall, while at the centers, the visitors report an extremely positive attitude; the centers do not send visitors away unhappy. About 33% of all the visitors report that their attitudes have changed during the demonstration day

(50% for administrators), the overwhelming change (79%) being from neutral to positive. Attitude change in a negative direction can only be found in a few instances. Most visitors come with a positive attitude and leave with an even more positive one. By the end of the day, even though the majority of visitors have doubts about the demonstrated activities fitting into their local situation, most say they are going to attempt to change their classroom behavior (74%) or their curriculum (58%). They do not see themselves as being committed to the activities as actually demonstrated as much as being committed ideally to the educational philosophy underlying the demonstrations. In short, at the end of the demonstration day, the visitors are convinced; they like what they see and they would like to adapt the activities to their own situation but they have some important reservations. (In all the variables mentioned so far and to be mentioned, the 20 centers investigated vary tremendously.)

How do visitors behave when they get back home and sober up? After periods ranging from two months to one year since their visit, 80% of the visitors are still favorably impressed and say they did see <u>some</u> activities they would like to implement at home. The activities mentioned that they would most like to implement are independent study, individualized instruction, and team teaching. This is in contrast with the activities mentioned as being most often observed at the centers -- small group work, productive/critical thinking, and special curricula. Again, after being back home, 58% say they have definitely decided to accept and use at least <u>one</u> of the demonstrated activities. The main reasons given for accepting these activities is that they are able to adopt parts without necessarily adopting the entire activity (43%) and they are able to use it on a limited basis (27%).

Of those people who had decided to use at least one activity the majority (52%) were interested or highly interested in the activity <u>before</u> visiting the center but had not yet decided to use it. Only 7% had already decided to use the activity before the visit. Apparently the visit to the demonstration center served as the final persuader in convincing them to change, but was certainly not the only influence.

On the other hand, about 50% of the visitors reported that they saw activities they would like to have tried but rejected because, (1) their school did not have the proper facilities (2) too much cost involved, (3) schedule changes would be too complex, (4) a shortage of staff. In short, the visiting school personnel found the practical problems too great for them to manage even a trial implementation.

How widespread then is actual behavioral change resulting from a visit? The 46% indicating they had already initiated such change were asked to give a specific example of how they had changed. Only 29% of the respondents wrote examples that were specific enough to indicate that some change had occurred. This resulting figure of 29% we consider to be the best indicator of the immediate effectiveness of the demonstration. When this efficiency ratio for each demonstration center is multiplied times their total visitors in 1968-69, it appears the demonstration centers have affected over 1000 school personnel.

Hence, there can be no question that the demonstration centers do have an immediate impact. The centers that seem to be most effective are those that supplement their demonstrations with follow-up workshops and visits to the visitors in their home district. But as a whole, less than 15% of the visitors receive any follow-up.

There are two major problems with the demonstration centers. The most serious one is that while many visitors are affected, the extent and endurance of the change is limited. It is apparent from the above discussion that only parts of the demonstrated activities are adopted on a trial basis. Very seldom is a large part of a total program adopted. Also in evaluations done of 34 randomly selected reimbursement districts in the state, very little trace was found of the "new curricula" programs demonstrated by the centers from 1963-66. Most of these districts have gifted programs of their own making -- eclectic programs as it were. When 42 teachers in these districts were asked what had been the major influence on their programs, 12% mentioned demonstration center personnel. All the demonstration personnel mentioned had visited the local district. No teacher mentioned a visit to a demonstration center. This figure represents the cumulative impact of all the demonstration centers from 1963 to 1968. The second problem is the high cost per visitor: $144.

From the above considerations it would appear that demonstration visits give most visitors a very favorable attitude toward demonstrated programs. They also convince a sizable number to try out the observed programs. With this latter group the demonstrations seem to serve as the final persuader on activities the group was already interested in. At this transfer point, however, the feeling that their local circumstances are not the same as those of the centers becomes very important. Only bits and pieces of the demonstrated activities are tried and these are tried only on a tentative basis.

Over the years there is an attrition of demonstration influence even though some of the ideas derived from the centers may linger and be incorporated in the visitors' behavior. However, there is a discernible residue of influence in only a small number of visitors, perhaps 10%.

In summary then, the demonstration centers as a group adequately inform their visitors about the demonstrated programs, convince visitors of the merit of the program, and cause a minority of visitors, who are already interested and willing to change, to try out something demonstrated. However this trial is often of a very limited nature, partly because the visitors see their local situation as different from that of the demonstration school. The demonstration visit is seen as one small influence among many more powerful ones that exist in the visitor's situation. As such it fades with time but still has a desirable influence on a small number of visitors.

II. INTRODUCTION TO EVALUATION REPORT

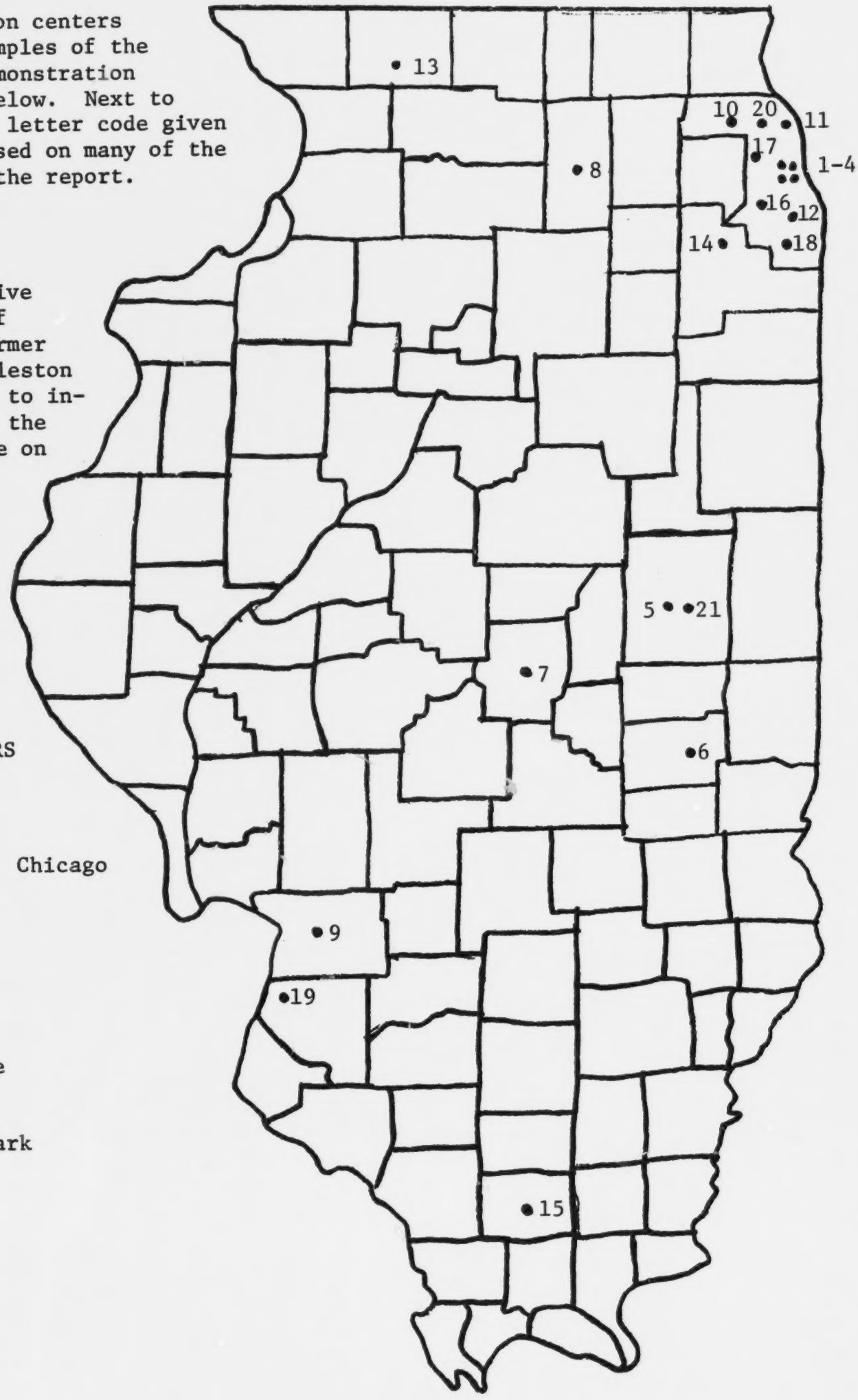
The study of the demonstration centers in the Illinois Plan for Gifted Children has previously examined how the demonstration process is handled by each of the twenty-one centers in the evaluation and how school personnel react to these demonstrations while they are at the center. This evaluation report discusses the impact of demonstration in causing change among observers after the visit.

After the background of the visitors to the Illinois Centers is presented, the bulk of this report centers on looking at how the visitors evaluated the demonstration programs in light of their own school's situation and whether or not they decided to actually implement an innovation and why. Concurrently, the degree of influence the demonstration centers exert on their visitors is analyzed.

MAP OF ILLINOIS SHOWING DISTRIBUTION OF DEMONSTRATION CENTERS

The demonstration centers that are used as examples of the evaluation of the demonstration process are listed below. Next to each name is the two letter code given to each center and used on many of the tables presented in the report.

We did not receive an adequate sample of response from the former visitors of the Charleston Demonstration Center to include its data among the information available on other centers.



1968-69
DEMONSTRATION CENTERS
Code List

1.	BE	Belding	Chicago
2.	BO	Bowen	
3.	BM	Bryn Mawr	
4.	CA	Carver	
5.	CM	Champaign	
6.	CL	Charleston	
7.	DR	Decatur	
8.	DK	DeKalb	
9.	ED	Edwardsville	
10.	EG	Elk Grove	
11.	EV	Evanston	
12.	EP	Evergreen Park	
13.	FR	Freeport	
14.	LO	Lockport	
15.	MA	Marion	
16.	OL	Oak Lawn	
17.	OP	Oak Park	
18.	PF	Park Forest	
19.	SH	Signal Hill	
20.	SK	Skokie	
21.	UR	Urbana	

III. WHO GOES TO DEMONSTRATION CENTERS?

Different Audiences

The guidelines for demonstration centers state that they are intended "... to provide for Illinois educators and other citizens" convincing demonstrations. Table 1 illustrates the range of participation by various citizens during the 1968-69 school year.

TABLE 1 TYPES OF DEMONSTRATION CENTER-VISITORS

	School Personnel	College Students & Professors	Misc. Visitors	State Staff	Total Number
January, 1969	66%	18%	13%	2%	N = 537
February, 1969	60%	28%	11%	1%	N = 863
School Year, 1968-69	60% *3069 (Tchrs)* *544 (Adm.)*	25% *1471*	14% *833*	1% *77*	N = 5998

Table 1 illustrates that school personnel are the majority category of demonstration visitors and that there are other visiting groups of significant size. Our study looks at the impact of demonstration only on teachers and administrators from public and parochial elementary, junior high, and senior high schools.

Previous work* on the evaluation of university students has not produced satisfactory results because there is no way presently to effectively measure impact on students as they return to their college classes. The miscellaneous category can be mainly grouped as parents, school board members, or people who are basically non-school; however, it does also include some school personnel who visit centers to receive certain types of training only. These people are not included under the school personnel category since this report specifically deals with analysis of visitors who went through the "typical" demonstration process.

For our study we sent the Post Visit Questionnaires (PVQ) to 1569 teachers and 271 administrators: 907 or 57.4% of the teachers and 186 or 68.2% of the administrators responded by returning their completed questionnaires. All together then, 1093 out of 1840 (60%) school personnel returned a valid questionnaire. The data on the following pages illustrates the responses of these visitors and is generalized to all visitors of demonstration centers in the Illinois Plan.

---

*Systematic collection of university personnel data at the Oak Park Demonstration Center.

Post Visit Questionnaires were sent to individuals in chosen groups at various times in order to draw 2, 4, 8, and 12 month samples. Our sample of public school personnel included:

A) All visitors to the centers during April 1968.

B) A random sample of visitors during the fall of 1968.

C) All visitors during January 1969.

D) All visitors during February 1969.

The breakdown on the response percentage was predictable in its sequence:

A) 2 months after visit --- 70% returned

B) 4 months after visit --- 59% returned

C) 8 months after visit --- 59% returned

D) 12 months after visit --- 54% returned

The above response was elicited with just one mailing and one follow-up post card two weeks later. The decreasing percentage seems understandable with two exceptions: (1) the difference in mailing between the 4 and 8 month sample was the summer 1969, but the return percentage is the same; (2) the percentage of return one year after a single visit is over 50%. This type of return indicates that follow-up evaluation of centers over a length of time is apparently feasible.

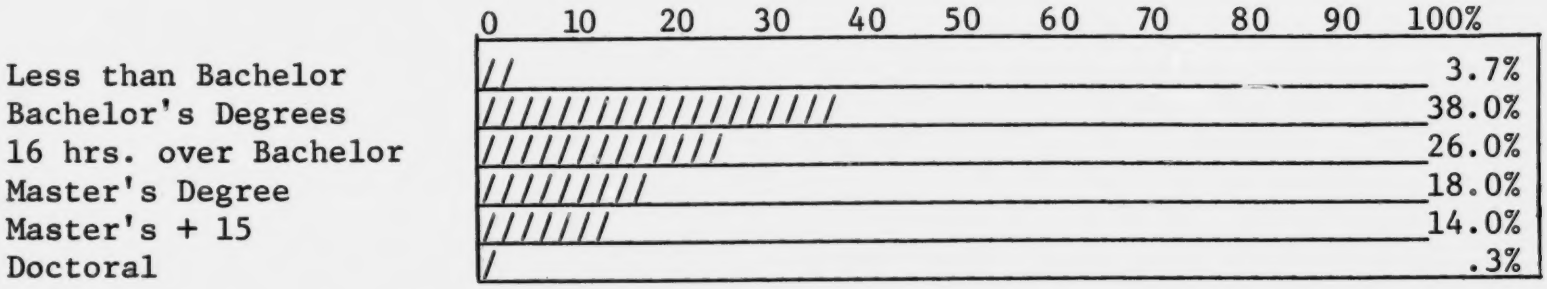
Demographic Description of Public School Personnel

1) Teachers -- The majority of the teachers describe themselves as elementary teachers in self-contained classrooms; the minority are high school teachers. The teachers who identify a specific subject area mention English and Language Arts mainly, Math and Social Studies secondarily. The Evanston and Skokie Centers are the two main exceptions since they specialize in the areas of the fine arts.

The median number of years of teaching experience per teacher for all centers is 9.6 years while the range varies from Oak Park's low of 5.7 years to Freeport's high of 13.5 years of teaching experience. One way to interpret this is that half of the teachers to the demonstration centers have less than 9.6 years of experience and half more; also, the same type of interpretation can apply to the individual centers.

Not surprisingly, 77% of the visiting teachers are women. The educational level of all the teachers is shown in Table 2.

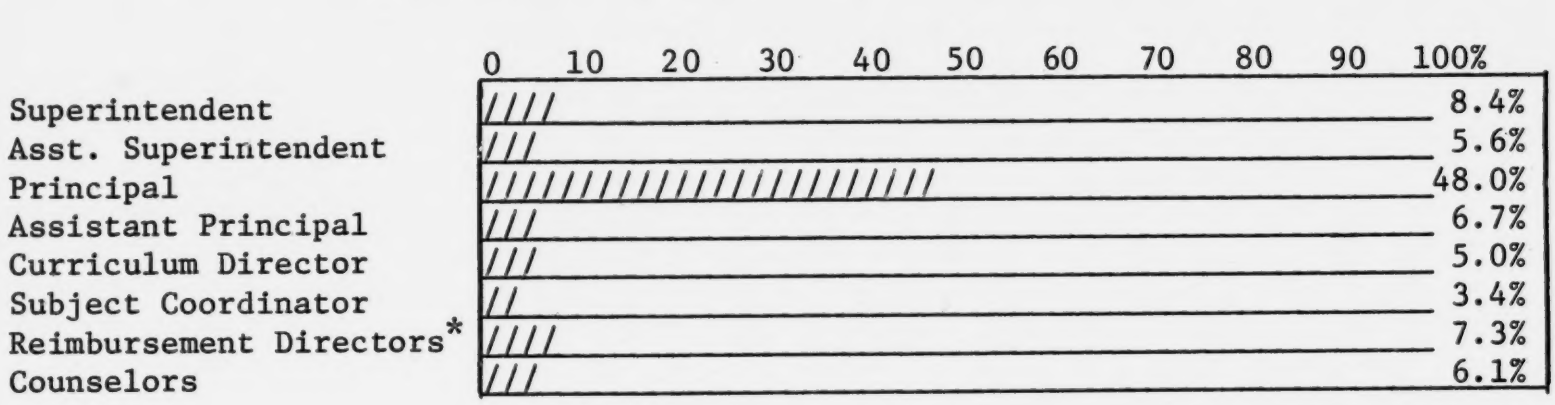
TABLE 2 EDUCATIONAL LEVEL OF VISITING TEACHERS


0 10 20 30 40 50 60 70 80 90 100%
Less than Bachelor 3.7%
Bachelor's Degrees 38.0%
16 hrs. over Bachelor 26.0%
Master's Degree 18.0%
Master's + 15 14.0%
Doctoral .3%

Almost 59% of the teachers reached the above level of education within the last five years and 77% did in the last 10 years.

2) Administrators -- The median number of years administrators had as educators was 21 years -- 13 years as a teacher and 8 as an administrator. As Table 3 illustrates, the vast majority of the administrators are principals.

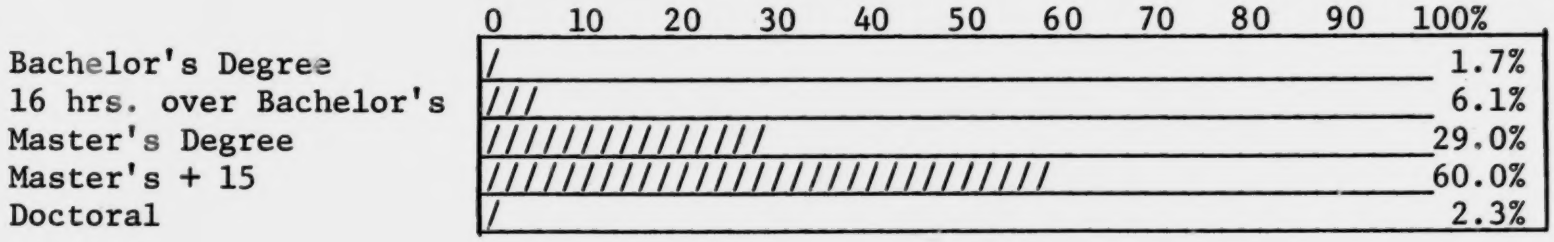
TABLE 3 POSITION OF VISITING ADMINISTRATORS



*It should be noted that, as reported in A Preliminary Assessment of the Illinois Gifted Program, October 1968, only 11% of the Reimbursement Directors are in charge of gifted programs in their schools on a full time basis.

Again, not surprisingly, 71% of the administrators who visit are male. The educational level of all the administrators is shown in Table 4.

TABLE 4 EDUCATIONAL LEVEL OF VISITING ADMINISTRATORS



Almost 57% of the administrators reached this level of education in the last five years and 79% have advanced this far in the last ten years -- a very close figure to the corresponding teacher percentages.

Reimbursement Personnel at Demonstration Centers

Almost 100% of the school personnel who visit demonstration centers come from school districts which receive reimbursement money which can be used to send teachers and administrators on visits which will hopefully aid in local program development. Only 19% of the teachers and 46% of the administrators stated they were actually involved with a gifted program in their district during the 1967-68 school year, and only 24% of the teachers and 54% of the administrators said this was the case for the 1968-69 school year. This would seem to indicate that a major portion of the centers' visitors are not directly involved with gifted programs, i.e., actually teaching gifted classes.

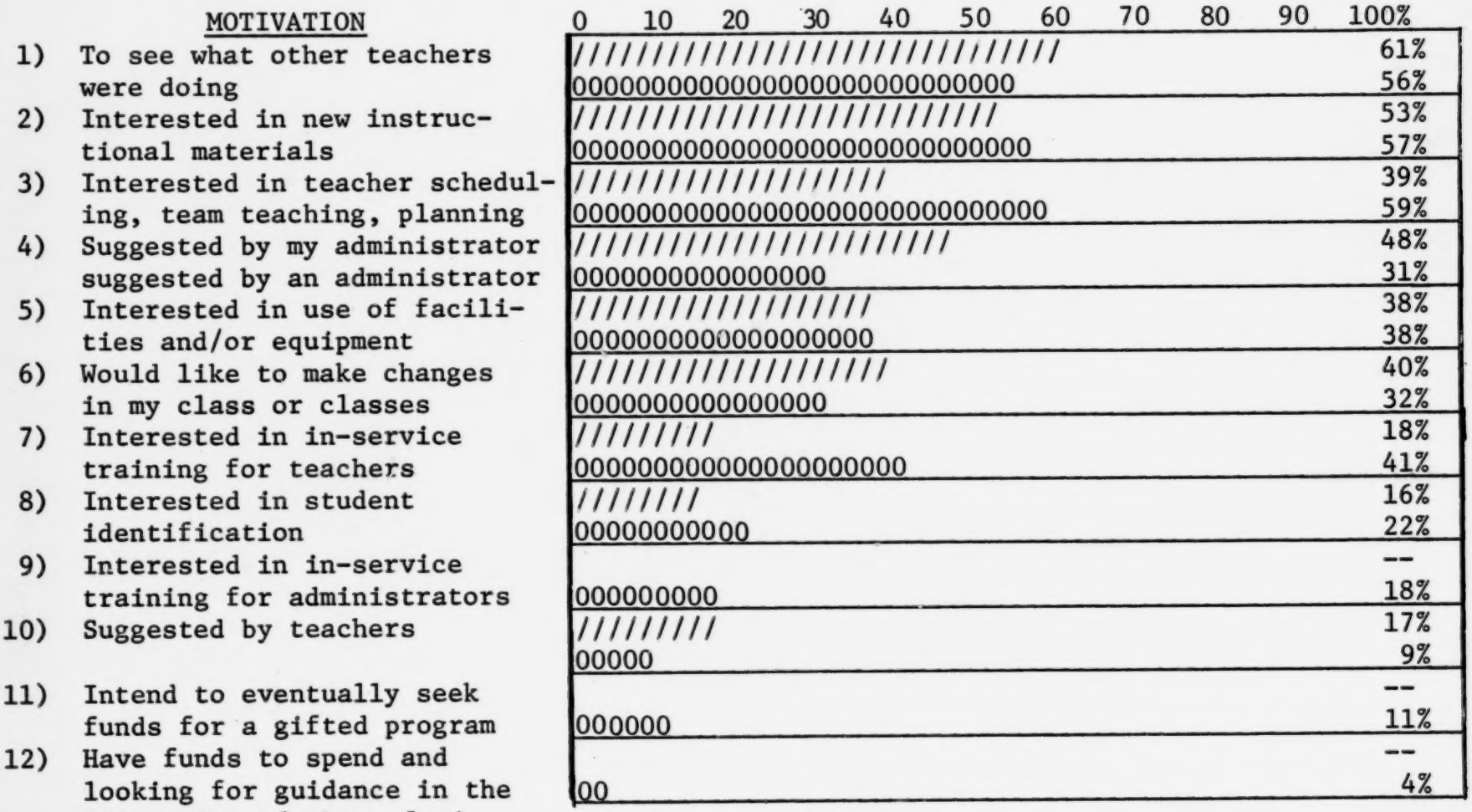
The visitors who are not directly involved with a gifted program are either school personnel who are in the planning stages of a gifted program or personnel who visit because they are curious but do not have a specific program in mind. The comments from visitors seem to indicate that this is an accurate assessment; however, it is not possible with present information to determine the exact number that fall into these two diverse categories.

However, the portion of the centers' visitors who <u>are</u> directly involved with teaching special programs for the gifted are the ones who tend to be interested in making some innovation. They are also generally the ones who will make some change and are most likely to attempt many types of activities in their own school. (See Tables 20 and 21.)

IV. WHY DO SCHOOL PERSONNEL VISIT DEMONSTRATION CENTERS?

The visitors to demonstration centers are to a certain extent self-selected. Many of them (40% teachers and 32% administrators) come to a center with the idea that they want to make a change in their class(es) or school(s). Table 5 details why teachers and administrators visit centers.

TABLE 5 MOTIVATING FORCES FOR DEMONSTRATION CENTER VISITS



/ = Teacher Results
0 = Administrator Results

Curiosity -- to see what other teachers are doing -- is a primary motivating factor. (Centers are at least providing educational experience and interchanges that would otherwise be nonexistent.) Both teachers and administrators are interested in new instructional materials, facilities, and equipment, while administrators are also very interested (59%) in finding new workable arrangements in teacher scheduling, team teaching, and planning. Administrators are also quite interested in learning about in-service training for their teachers (41%); and, although methodologies and techniques may be learned at the center, later information shows that visitors do not report seeing in-service per se demonstrated as an activity at any of the centers.

Other results should be noted. First, there is some interest in student identification procedures but eventually only four percent of the total visitors request and then receive student identification help. (See tables 15 and 16.) Also, as the observation schedule report[1] indicated, only a few centers seem to take this area seriously.

Secondly, administrators (11%) generally do not seem to be seeking new programs to write proposals for obtaining funds; it seems that very few administrators of this type observe demonstrations. Also, administrators (4%) do not regard demonstration directors as financial counselors.

Finally, it should again be noted that 32% of the administrators and 40% of the teachers intend making changes in their classes before they visit the centers. However, later information will show that 29% of the total visitors (Public school personnel) actually give a specific example of an implemented activity after they have visited the centers.

The table below illustrates the motivation of individuals as they visit demonstration centers; only the more important items are listed below.

TABLE 6 MOTIVATING FORCES FOR VISITS -- FOR EACH CENTER

	BE	BO	BM	CA	CM	DR	DK	ED	EG	EV	EP	FR	LO	MA	OL	OP	PF	SH	SK	UR
Interested in new instructional materials	47	56	52	50	51	48	36	38	62	56	68	45	46	37	46	52	48	77	(79)	76%
Interested in teacher scheduling, team teaching, planning	26	62	24	34	30	70	64	38	44	67	49	(75)	48	22	19	28	21	50	24	32%
Interested in use of facilities and/or equipment	30	34	24	47	31	37	36	16	46	44	27	53	43	22	31	41	27	46	(58)	52%
Would like to make changes in my class or classes	15	38	38	47	34	39	(61)	38	33	33	57	50	35	24	23	41	38	52	47	38%
Interested in in-service training for teachers	21	22	0	12	24	23	24	22	17	17	30	23	(31)	28	19	12	27	27	13	21%
Interested in student identification	2	19	24	28	15	21	18	14	17	06	(32)	27	17	26	15	5	6	21	3	23%

The highest percentage is circled; the lowest is underlined.

At the DeKalb Center 61% of the visitors desired to make a change in their classroom as did 57% of the Evergreen Park visitors. However, as noted on Table 18, only 27% of the visitors to DeKalb actually make a change while 51% of the visitors to Evergreen Park do accomplish change. Only at the Lockport and Skokie centers do more visitors eventually change than indicate "desire for change" was a motivating factor for the visit.

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[1] The Visibility and Clarity of Demonstrations, Gifted Evaluation Project, Cooperative Educational Research Laboratory, Inc., May 1969.

V. WHAT EDUCATIONAL ACTIVITIES AT THE CENTERS IMPRESS VISITORS?

This report is an evaluation of the demonstration process as exemplified by the twenty demonstration centers in the Illinois Plan during the 1968-69 school year. The report does not attempt to evaluate the specific centers or their programs, but does use specific centers as examples of the variety inherent in the demonstration process.

Over 79% of the administrators and teachers said they would like to use the demonstration activities in their own classes and schools. This measure alone would seem to indicate that the demonstration centers generally have impressive programs.

Table 7 illustrates the activities checked off on an item list which was part of a visitor questionnaire given to all school visitors during February 1969. On the Post Visit Questionnaire an individual could write in as many different activities as he or she would like to use in their own school. Table 8 represents the activities listed on the open-ended item by at least ten percent of the visitors to a particular center.

These tables provide the most accurate information possible on the type of activities observed and liked by visitors during the 1968-69 school year. All the items on these tables, with one exception, were gleaned from the brochures which centers send to various schools throughout the state. The one exception is the item "student involvement" which is a conglomeration of various responses (i.e., student freedom, participation).

In looking at Table 8 it seems that independent study is a popular activity since in five out of the twenty centers approximately twenty percent of the visitors would like to implement it in some form. On the other hand, as is shown in Table 7, independent study is seen by at least 25% of the visitors in thirteen centers. Therefore, when interpreting the "strength" of a particular activity, it is wise to compare the reactions of the visitors to the accessibility of the activities among the centers.

The crucial factor is not how many activities a center is able to impress its visitors with, but how many of the center's activities are eventually implemented in some form or another. Therefore, centers such as Lockport, Freeport, Park Forest, and DeKalb -- demonstration centers which Table 8 shows have at least two highly visible and popular activities -- would be expected to be among the leaders in visitor implementation. (See Table 19.)

TABLE 7 SUMMARY OF WHAT THE VISITORS OBSERVED AT THE CENTERS

DEMONSTRATION CENTER ACTIVITIES	BE	BO	BM	CA	CM	DR	DK	ED	EG	EV	EP	FR	LO	MA	OL	OP	PF	SH	SK	UR
I. P. I.									X+											X+
dramatics		x		X						X						x	x			
fine arts				x				x		x					x					
creative writing	X			X			x								X	X	x			
music instruction								X		X									X+	
pre-school																				
junior great books			X+																	x
special curriculum materials	X			X+	x	X	x	x	x		X	X	X	X	x	X	x	x		x
inquiry method	x	X	x	x				X			x		X	X	x	X				x
independent study	X	X		X+		X+	x		X	x	X	X+	X			X		X		X
large group work		X		X		X		x	x	X	x	X+	x	x	X		X	x		X
small group work	X	X+	x	X+	x	X+	X	x	X	x	x	X+	x	x		X	x	X+	X	x
individualized instruction	X			X+		x	x		X+	x	x	X+	X			x		X+		X+
seminars							x													
inductive teaching	x	X		x						x			x	X+	x		x	x		x
in-service training																				
flexible scheduling	x	x		X		X	X	x	x	X		X				x		x		x
culturally disadvantaged				X																
gifted child identification	X	x	x	x				x			x	x	x	x	X	X		x	X+	x
learning/resource centers				X+		X			X+	X		X	x			x		x		X
cooperative/team teaching		X				x	x		x		X	X+						X		
community resource use				X																
identifying creativity				x				x		x	X									
productive/critical thinking	x	X	x	x	x		x	X		x	x	x	x	x	x	x	x	x		x
student involvement																				
teacher aides																				

KEY: x Activity was observed by at least 25% of the visitors at this center.
X Activity was observed by at least 50% of the visitors at this center.
X+ Activity was observed by at least 75% of the visitors at this center.

*For explanation of center's code names see page 5.

TABLE 8 OBSERVED ACTIVITIES THAT 10% OR MORE OF THE VISITORS WOULD LIKE TO IMPLEMENT

DEMONSTRATION CENTER ACTIVITIES	BE	BO	BM	CA	CM	DR	DK	ED	EG	EV	FP	FR	LO	MA	OL	OP	PF	SH	SK	UR
I. P. I.									10*											33
dramatics										22							20			
fine arts																				
creative writing	10									16						11				
music instruction																			70	
pre-school																				
junior great books			33																	
special curriculum materials							12										20	13		
inquiry method								17					21							
independent study						36	33				19	38	24							
large group work																				
small group work						12	12									15				
individualized instruction				13					10		11	19	28			13		15		17
seminars																				
inductive teaching														15						
in-service training																				
flexible scheduling						14	12													
culturally disadvantaged																				
gifted child identification																				
learning/resource centers				45					20											
cooperative/team teaching						15	24				14	41								
community resource use																				
identifying creativity																				
productive/critical thinking					14			24			19									
student involvement		12									11			10	12					
teacher aides																		13		

*This means that 10% of the visitors to the Elk Grove Demonstration Center would like to see the IPI package curriculum in their schools.

An activity, such as inductive teaching is seen by at least 25% of the visitors to ten different demonstration centers, yet only at one center -- Marion -- is inductive teaching so influential that at least ten percent of the visitors would like to attempt it on a trial basis. As Table 9 shows, this same situation applies to other demonstration activities.

TABLE 9 DIFFERENCE BETWEEN VISITOR OBSERVATION AND VISITOR INTEREST

	Activity observed by 25% or more visitors*	Activity desired to be implemented by 10% or more visitors**
special curriculum materials	17	3
inquiry method	12	2
independent study	13	5
small group work	20	3
inductive teaching	11	1
flexible scheduling	12	2
gifted child identification	14	0
learning/resource centers	9	2
productive/critical thinking	18	3

(In numbers of demonstration centers)

*Measured by a visitor questionnaire at the center.

**Measured by a post visit questionnaire later in the year.

There is obviously a sharp difference among the two columns in Table 9. The fact that these differences occur is expected, considering other information we have.

First, the visitors' comments and Table 7 show that visitors are often exposed to a wide scope of activities rather than treated to an in-depth analysis of a specific activity.

Secondly, for 84% of the visitors there is one and only one visit to a particular demonstration center.

Thirdly, later information in this report (Table 15) will show that there is generally little specific help given to visitors in the area of training, identification, lesson plans, curriculum development and particularly "help in starting your own program."

The result of the above three points is shown in Table 9. Although 80% of all the visitors say they would like to do something based on what they saw at the demonstration center, the variety of activities seen at a one-day glance with little follow-up discourages many from further work. In other words, Table 9 doesn't indicate that the visitors to ten centers rejected inductive teaching as something they would like to use; visitors just couldn't grasp the essence of how to do it during a one day visit with little if any later training.

VI. WHAT ARE THE ROADBLOCKS TO IMPLEMENTING ACTIVITIES?

Before we asked visitors if they attempted to implement some innovation, we assumed that there would be an attrition rate between wanting to implement an activity and actual implementation. We asked the individuals whether or not they would like to use an activity but were unable to. A total of 54% of the visitors checked that they would encounter roadblocks in their paths to implementation. This means that at least 54% of the school personnel believe they are unable to use at least one of the observed activities.

Each one of the respondents indicated his reason(s) by checking off as many of the sixteen items he considered applicable. The items were based on Gerland Eichholz's framework for the identification of forms of rejection.[2]

Table 10 (next page) illustrates that visitors believe a lack of money and facilities, complex schedule changes, and a shortage of staff will keep them from using the observed activities. One possible reason is given below:

> "The uniqueness of a demonstration makes it suspect and not at all compelling to the observer. The demonstration presents something that can be done given a highly unusual set of conditions -- it is rigged so to speak. It neglects to demonstrate to the observer what he can do about the factors in his situation which are different from those in the demonstration setting. The demonstration assumes that rational factors are the only factors to be considered, but the observer knows or should know that there are economic, political, social, and other factors involved in bringing about the same change in his system or context. These factors, which are probably the major barriers to change, are not dealt with in the demonstration setting. Demonstrations present the "what" aspects of change and few or none of the "how" aspects. The observer is presented with a fait accompli and he gets none of the information regarding how it was brought off."[3]

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[2]Eichholz, Gerhard C. "Why Do Teachers Reject Change?" Theory into Practice, Vol. II, No. 5, December 1963, pp. 264-268.

[3]Horvat, John J. Content and Strategies of Communication in Current Educational Change Efforts, A presentation for the AASA-Educational Press Association discussion group on "Communication Strategies of Educational Change," Feb. 14, 1967.

TABLE 10 REASONS FOR REJECTION OF A DEMONSTRATION

Reasons	% of Responses (0 10 20 30 40 50 60 70 80 90 100%)	
*Not enough facilities	////////////////// 00000000000000	35% 27%
Too much cost	/////////////// 0000000000000	27% 25%
Schedule changes too complex	//////////// 00000000	23% 15%
Shortage of staff	//////////// 000000000	22% 18%
Too much time involved	//// 000	7% 5%
Unable to adopt program on a trial basis	//// 0000	7% 7%
My teachers would not approve My admin. would not approve	/// 000	6% 6%
Not approp. for students in my cls. Not approp. for students in my sch.	//// 0	8% 2%
Too difficult to evaluate success of center's program of activities	// 000	4% 5%
Have not had enough time to make a decision	// 00	3% 4%
Too difficult to maintain student order	/// 0	5% 1%
Not appropriate for socio-econ. level of our community	/// 0	5% 1%
Not enough information given	// 0	3% 2%
Community would not approve change	// 0	3% 2%
Too similar to what we are now doing.	/ 0	1% 2%
Tried before in our school and failed		0% 0%

/ = Teacher Results
0 = Administrator Results

*The items in this factor are presented separately since these items -- as a group -- are more significant than the other groupings of items.

As the preceding quotation from Horvat states, it matters little in the long run if superficial factors such as teacher and student enthusiasm along with an excellent demonstration are present, if the "how" of the demonstration is not explained. Information contained in one of our previous reports indicates that this seems to be the case with the Illinois Demonstration Centers.

> "The centers may be generating a good view and acceptance of the overall nature of their programs, but they are not relating to the personal process problems (the political, economic, and psychological realities) or the visitor's situation."[4]

Using the above quotation as a premise, the following table could be interpreted as illustrating how visitors compare their own school with the demonstration schools. For example, it is apparent that a majority of the visitors (53% and 56%) view both the facilities and cost of activities at the Urbana center as unrealistic in their own situation; whereas, statistically less than half the visitors to the Freeport Center see the facilities as fairly unrealistic and only a quarter see it as too expensive for their schools. NOTE -- Although the Carver Center also has a high percentage of visitors in the facilities and cost rejection categories, it is because Carver Center demonstrates mainly for educators from the inner-city schools (which quite often lack even the more rudimentary necessities) and not because Carver has equal facilities with the other demonstration centers.

TABLE 11 MAIN REASONS FOR REJECTION -- FOR EACH CENTER

	BE	BO	BM	CA	CM	DR	DK	ED	EG	EV	EP	FR	LO	MA	OL	OP	PF	SH	SK	UR
Not enough facilities	21	41	10	(56)	21	38	33	24	38	28	38	48	35	24	19	34	17	35	39	53
Too much cost	17	31	10	44	16	20	27	19	42	33	24	25	26	10	15	22	13	27	53	(56)
Schedule changes too complex	19	(41)	24	28	19	33	33	14	13	17	32	22	15	16	15	10	6	23	37	29
Shortage of staff	19	22	33	25	18	17	21	9	26	28	22	28	12	13	8	14	4	(54)	18	42
Too much time involved	6	19	10	0	5	7	12	10	3	0	8	3	5	4	4	2	6	6	(21)	17

The highest percentage is circled; the lowest is underlined.

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[4]The Illinois Demonstration Centers: The Visitors' View, Illinois Gifted Program Evaluation, Center for Instructional Research and Curriculum Evaluation, October, 1969.

VII. WHAT REASONS INFLUENCE VISITORS TO IMPLEMENT ACTIVITIES?

Almost 58% of the school personnel stated they had decided to accept and use an activity. In order to investigate the frame of mind of these visitors, we asked them to describe their own level of interest in the activities before they observed the demonstration. (See Table 12 below.)

TABLE 12 INTEREST IN ACTIVITIES BEFORE DEMONSTRATION

	No Response	No Interest	Slight Interest	Interested But I had Not Decided To Use Activity(s)	Highly Interested	I Had Already Decided To Use These Activities Before I Visited This Center
Teachers	30%	1%	10%	21%	31%	7%
Administrators	32%	0%	7%	19%	34%	8%

The majority of those visitors who had decided to accept seem to come to the center in the evaluative stage of acceptance; that is, they have a budding interest but have not decided whether the activity is applicable to their own situation. In other words, they are evaluating the relevance of the demonstration activities to their class or school.

Now that we know there was an inclination to change by many visitors and that many were interested and even highly interested in change, the next step is to find out the main reasons visitors tend to accept certain activities over others. Each respondent was confronted with a list of items and he or she checked as many as were relevant. The responses were developed from Roger's framework for the identification of forms of acceptance:[5] Relative Advantage, Compatibility, Complexity, Divisibility and Communicability. (See Table 15.)

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[5]Rogers, Everett M. Diffusion of Innovations, (New York: The Free Press of Glencoe, 1964), pp. 81-86.

TABLE 13 REASONS FOR ACCEPTANCE OF A DEMONSTRATION

	0 10 20 30 40 50 60 70 80 90 100%	
Able to adopt parts without necessarily adopting the entire activity.	////////////////////// 00000000000000000000	43% 40%
Able to use on a limited basis	/////////////// 0000000000	28% 20%
Time spent would be well used	//////////////////// 00000000000000	33% 25%
My admin. would accept change My teachers would accept change	///////// 00000000000000	17% 27%
Enough facilities available	/////// 000000	13% 11%
Obtain cooperation from teachers Obtain cooperation from admin.	////// 0000000	11% 13%
Reasonable cost	///// 0000000	10% 13%
Minimal schedule problems	///// 000000	10% 12%
Appropriate for socio-economic level of our community	///// 0000	10% 8%
Community would approve of change	/// 0000000	5% 13%
Quite different from what I am now using	//// 000	7% 5%

/ = Teacher Results
0 = Administrator Results

NOTE: Although facilities, cost, and schedule problems are among the major reasons for rejecting a change, they are not among the major reasons for accepting a change.

The present data shows that one main factor which encourages visitors to accept an activity and innovate it into their own school situation is its Divisibility. By "Divisibility" is meant that the activities can be used on a limited basis or that parts can be used without necessarily adopting the entire activity. Many individuals are willing to accept something new only if it can potentially integrate into their present system; and the potential integration of the innovation is higher if initially just one part of the methodology or one of the administrative arrangements is used or if it can be limited for use in one class or subject area. Table 14 illustrates how the visitors view each center in terms of how divisible they believe its activities are.

TABLE 14 MAIN REASONS FOR ACDEPTANCE -- FOR EACH CENTER

	BE	BO	BM	CA	CM	DR	DK	ED	EG	EV	EP	FR	LO	MA	OL	OP	PF	SH	SK	UR
Able to adopt parts without necessarily adopting the entire activity	26	28	29	53	42	34	45	48	32	39	68	44	43	41	38	47	44	46	(76)	39
Able to use on a limited basis	21	19	24	41	26	23	30	28	18	28	(46)	31	30	31	15	19	25	23	34	27

The highest percentage is circled; the lowest is underlined.

Over three-fourths of the visitors to the Skokie Center tend to accept the demonstration activities since they can use some phases without implementing an entire activity. This can be illustrated by the following quotes from visitors to the Skokie Center (which primarily demonstrates musical activities):

> "I now try to encourage more rhythmic improvisation in my primary classes." "When we learn a song we discuss melodic patterns now." "I have started using charts which allow students to follow a selected sequence of material."

On the other hand, only one-fourth of the visitors to the Belding center believe that "activity divisibility" is an influential reason for adopting any of the demonstration activities.

Also, an additional reason why this factor is important is that there is a statistically significant relationship between the belief that one can adopt parts for use on a limited basis and the eventual implementation of change by a visitor.

VIII. WHAT KIND OF FOLLOW-UP DO VISITORS REQUEST AND WHAT KIND DO THEY RECEIVE?

Follow-up -- its type and degree -- can enable one to distinguish between an organization whose function is awareness of a certain activity and an organization whose function is to actually legitimize a program or activity by demonstrating and then actively taking part in program development procedures in other schools. The data shows that a large percentage of the visitors to the Illinois Demonstration Centers receive no help. Visitors who do get help in most cases receive passive follow-up. It may be difficult to be effective when one just plays "Host for a Day" and then generally limits follow-up actions to mailing and group presentations.

TABLE 15 SERVICES REQUESTED AND RECEIVED BY VISITORS

		Teachers	Administrators	Total*
PASSIVE FOLLOW-UP	Request Material	17%**	24%	18%
	Receive Material	*21%*	*26%*	*22%*
	Request Presentation	6%	16%	8%
	Receive Presentation	*8%*	*15%*	*9%*
	Request Training	4%	13%	6%
	Receive Training	*5%*	*12%*	*6%*
	Request Prog. Development	5%	12%	6%
	Receive Prog. Development	*5%*	*11%*	*6%*
ACTIVE FOLLOW-UP	Request Student ID	3%	8%	4%
	Receive Student ID	*3%*	*8%*	*4%*
	Request Lesson Plan	5%	2%	4%
	Receive Lesson Plan	*4%*	*3%*	*4%*
	Request Curr. Development	5%	4%	5%
	Receive Curr. Development	*4%*	*4%*	*4%*

*Since the teacher's responses outnumber the administrator responses by more than five to one, the total % will be closer to the teacher % than to the administrator %.

**A visitor could respond to all items; therefore, the potential for each category is 100%.

Passive follow-up is defined as sending materials to past visitors and making presentations to a group of school personnel. Table 15 shows us that almost one out of five visitors request material and one out of ten request a presentation; these requests are more than adequately answered.

Active follow-up is defined as a person-to-person working relationship involving the visitor and a member of the demonstration staff. The percentage of those visitors requesting and receiving services is considerably reduced in

this area of followup; although, if visitors ask for personal follow-up, they are likely to get it.

The preceding data focuses then on the role of the demonstration director and the staff of the center. If their role is to encourage innovation -- to be leaders and not followers -- then they must take the lead and not restrict themselves to a passive role of waiting for visitors to initiate requests for particular assistance.

There are individual centers that attempt a more thorough follow-up than others, but Table 16 (next page) seems to illustrate that the centers may not be set up for a comprehensive and active role in the area of follow-up since there is little variation among them. In other words, certain individuals at the Evergreen Park, Freeport, Lockport, Skokie, and Oak Lawn Centers seem to do more personal follow-up than other demonstration personnel, but their potential seems to be limited because of the structure of the demonstration process. Otherwise, the variation would be greater and the overall percentages higher.

The Illinois Demonstration Centers have attempted to use follow-up to overcome the twin problems of (1) demonstrating in what is often observed as an atypical situation, and (2) knowing how to work with an individual visitor's problems. However, the follow-up has not been frequent enough nor the follow-up activities penetrating enough (speeches and materials) to effect large scale changes throughout the state. For example, in 17 out of the 20 centers, 10% or more of the visitors receive materials while in only five of the centers do 10% or more receive help in developing their own programs. In twelve centers at least 10% or more of the visitors receive a presentation while in only two of the centers do 10% or more receive help in student identification.

NOTE: While looking at Tables 15 and 16, a reader may desire to turn back to Tables 5 and 6 on pages 10 and 11. The visitors are quite interested in training and student identification when they come to the demonstration centers, but are not quite as interested after their visit.

TABLE 16 SERVICES REQUESTED AND RECEIVED -- FOR EACH CENTER

	Request Material	Receive Material	Request Presentation	Receive Presentation	Request Training	Receive Training	Request Program Dev.	Receive Program Dev.	Request Student ID	Receive Student ID	Request Lesson Plan	Receive Lesson Plan	Request Curr. Dev.	Receive Curr. Dev.
BELDING:	15%	21%	7%	13%	8%	4%	0%	0%	0%	2%	0%	0%	0%	2%
BOWEN:	9%	22%	22%	22%	9%	6%	3%	0%	0%	0%	13%	6%	9%	3%
BRYN MAWR:	10%	5%	10%	19%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
CARVER:	16%	9%	9%	13%	6%	6%	6%	0%	3%	0%	3%	0%	3%	0%
CHAMPAIGN:	21%	25%	6%	6%	6%	5%	6%	8%	1%	2%	8%	6%	1%	1%
DECATUR:	11%	18%	8%	12%	8%	9%	8%	11%	3%	3%	3%	4%	5%	5%
DEKALB:	21%	24%	0%	3%	3%	0%	0%	3%	6%	3%	6%	0%	3%	0%
EDWARDSVILLE:	21%	31%	2%	2%	2%	3%	3%	3%	2%	0%	5%	6%	7%	7%
ELK GROVE:	13%	13%	5%	7%	1%	4%	4%	4%	1%	0%	0%	0%	1%	1%
EVANSTON:	11%	17%	0%	0%	0%	0%	6%	6%	0%	0%	0%	6%	0%	6%
EVERGREEN PARK:	46%	49%	19%	14%	14%	3%	19%	11%	16%	8%	11%	5%	8%	5%
FREEPORT:	20%	28%	16%	17%	8%	9%	14%	19%	16%	17%	2%	5%	2%	5%
LOCKPORT:	25%	27%	12%	11%	11%	11%	12%	14%	13%	12%	6%	5%	13%	12%
MARION:	16%	21%	7%	9%	9%	10%	3%	3%	7%	9%	4%	3%	6%	3%
OAK LAWN:	27%	27%	4%	12%	8%	12%	25%	12%	8%	8%	4%	8%	4%	8%
OAK PARK:	7%	3%	2%	3%	0%	0%	7%	5%	0%	3%	3%	2%	9%	5%

SERVICES REQUESTED AND RECEIVED -- FOR EACH CENTER (CONT.)

	Request Material	Receive Material	Request Presentation	Receive Presentation	Request Training	Receive Training	Request Program Dev.	Receive Program Dev.	Request Student ID	Receive Student ID	Request Lesson Plan	Receive Lesson Plan	Request Curr. Dev.	Receive Curr. Dev.
PARK FOREST:	19%	25%	4%	10%	2%	6%	0%	2%	0%	0%	2%	6%	2%	6%
SIGNAL HILL:	35%	42%	6%	10%	4%	0%	4%	6%	4%	0%	4%	4%	10%	4%
SKOKIE:	21%	21%	16%	13%	11%	13%	11%	8%	0%	0%	13%	11%	5%	5%
URBANA:	11%	11%	3%	2%	2%	2%	5%	2%	2%	3%	2%	3%	3%	0%
	EP 46%	EP 49%	BO 22%	BO 22%	EP 14%	SK 13%	EP 19%	FR 19%	FR 16%	FR 17%	BO 13%	SK 11%	LO 13%	LO 12%
	SH 35%	SH 42%	EP 19%	FR 17%	SK 11%	OL 12%	OL 15%	LO 14%	EP 16%	LO 12%	SK 13%	OL 8%	SH 10%	OL 8%
RANGE OF FOLLOW-UP GIVEN BY CENTERS	OP 7%	OP 3%	DK 0%	EV 0%	BM 0%	BM 0%	BE 0%	BE 0%	BE 0%	BO 0%	BE 0%	BE 0%	BE 0%	BM 0%
	OL 7%		EV 0%		EV 0%	DK 0%	BM 0%	BO 0%	BO 0%	BM 0%	BM 0%	BM 0%	BM 0%	CA 0%
					OP 0%	EV 0%	DK 0%	BM 0%	BM 0%	CA 0%	EG 0%	CA 0%	EV 0%	DK 0%
						OP 0%	PF 0%	CA 0%	EV 0%	ED 0%	EV 0%	DK 0%		UR 0%
						SH 0%			OP 0%	EG 0%		EG 0%		
									PF 0%	EV 0%				
									SK 0%	PF 0%				
										SH 0%				
										SK 0%				

IX. HOW MANY VISITORS ACTUALLY IMPLEMENT AN ACTIVITY AS A RESULT OF THE DEMONSTRATION VISIT?

We have already noted the large percentage of visitors who would like to use activities in their schools (79%) and the large percentage who have decided to accept and use the activities (58%). The next question in this sequence asks if these school personnel have already started incorporating these changes. The response to this is that 46% have initiated some change. However, the attrition continues when the visitors are asked to write a specific example of a change which is taking place or which has occurred as a result of the demonstration center visit. Slightly less than 30% can give a specific example. (See Tables 17 and 18.)

TABLE 17 DECLINE FROM INTENTION TO ACTION AMONG VISITORS

	Teacher	Administrator	Total*
Would like to use activities	78%	82%	79%
Have decided to accept and use activities	59%	53%	58%
Have started incorporating changes	46%	46%	46%
Can give an acceptable written example of change	30%	25%	29%

*Since the teachers' responses outnumber the administrators' responses by more than five to one, the total % will be closer to the teacher % than to the administrator %.

There is very little variation between teachers and administrators, but there is a strong attrition rate from the "would like to use" category to the written example of implementation.

Over half (51%) of the school personnel did not answer the question requesting a specific example of an implemented activity. About 20% of the respondents stated an unacceptable response such as: their general feeling toward the center; a descriptive narrative summarizing the day's activities; an agenda of their future actions; or a present action which does not seem to be significant or specific enough. Examples of these unacceptable responses are listed below:

"We had a real learning experience here today." (general feeling)

"'Kindness is' was written on the board. Children were told to write a short sentence, paragraph. What do these words mean to you in their words. Spelling was overlooked in the first writing, but later children looked words up in a dictionary." (daily summary)

"We are planning to inaugurate an independent study program in a year or two." (future agenda)

"Giving students greater freedom in their learning activities." (not specific)

"Now that we have overhead projectors, we use them when opportunity presents itself." (not specific or significant)

A panel of three judges independently judged the written comments according to a strict protocol which demanded a specific example of personal implementation. The following examples show the range of acceptable responses and, consequently, some of the effects of demonstration centers.

"I observed children helping each other learn new things. I now use my students this way. When I have a few who "Catch-on" to new work (esp. math and Eng.) I have them explain it to their friends and as soon as that one "catches-on" he may show someone else. I've never had so little trouble teaching regrouping in subtraction or two digit by 2 digit multiplication. They may take a friend to the board whenever the rest of their work is complete. (My chalk ledges are very dusty.) My children also proofread each others stories and reports. I have had to remind them less about errors because they are "helped" by classmates and seem to remember (and take pride in remembering)."

"I have tried to adapt the independent study program -- I do not give tests -- in the usual sense at all. They write on what they have read and they choose what to read."

"The teacher used a set of transparencies for learning Latin through the audio-visual approach. I have added such a set to supplement the text used by the Department. Also, I have arranged to teach three students on a completely independent study basis in Latin. A Resource Center has also been established for the Department -- students have access to books, periodicals, tapes, filmstrips."

"My room has been set up into particular centers of interest in which a child can independently work at what ever he may wish (on his own free time). At certain determined times we have a show and tell before the whole group."

"My visit to the center did change my attitude toward my own educational philosophy. I'm more aware that development in language fields is a continuous process which should develop gradually in a well planned program and not a rushed program with extraneous information. I ordered a series of new thesaurus, an idea I used from the Center. I have encouraged the children to make their own transparencies after seeing how successful the children at the center were. These are used both for book reports and the development of map skills."

"I observed an experience story -- language development, which I have used quite frequently -- writing a class story as the children dictated. Usually most of the children can read it."

"In dealing with drugs one gifted group used my suggestion of a radio play to convey to others in the school what they had learned."

"Last spring I attempted to individualize my math program and felt the activity was worth while. I also partially individualized my reading program with the (low) retarded group of 16 fourth graders. Another teacher and I teamed on a Conservation unit; this involved about 60 students for 3 weeks, one hour a day. Very successful!"

"We have incorporated brain storming sessions using the 4 basic principles. Classes operated in small groups and then shared ideas with whole class. Besides encouraging freedom for expression, we found great value in preplanning to respect the right of others to express their ideas."

"Teacher 6 session workshop beginning Oct. 8 -- 1 1/2 hrs. per session. Creativity Committee planned and developed workshop this summer."

"By grouping the children during certain parts of the day and giving them individualized instruction. I have also become quite flexible in my teaching (more than usual) this seems to be necessary when using new approaches. By grouping in smaller groups, the brighter children are always willing to help the less brighter child. This brings about learning in a stimulating way."

"I have copied the format of the inquiry session in Science seen at the center. About once a week I bring an event into the classroom and conduct a session in as close a manner to the one seen at the Center as possible."

The previous table has shown how wide the range is from those visitors who decide to implement and those who actually do -- as measured by the written example. Moreover, there is an even wider range among the demonstration centers as the following table illustrates. The most important set of figures in this table is the third column since we consider being able to give a specific example the best indicator of the impact of a demonstration center.

TABLE 18 DECLINE FROM INTENTION TO ACTION -- FOR EACH CENTER

	% of Total Visitors Who Have Decided to Accept and Use Some Demonstration Activities	% of Total Visitors Who Said They Have Started to Use Activities	% of Total Visitors Who Can Give a Specific Example of Their Adaption of a Demonstration Activity
BELDING	51%	36%	24%
BOWEN	38%	31%	16%
BRYN MAWR	57%	38%	14%
CARVER	*75%*	*50%*	*38%*
CHAMPAIGN	61%	49%	30%
DECATUR	45%	37%	22%
DEKALB	61%	52%	27%
EDWARDSVILLE	*65%*	*60%*	*31%*
ELK GROVE	47%	36%	25%
EVANSTON	44%	33%	28%
EVERGREEN PARK	*81%*	*68%*	*51%*
FREEPORT	61%	56%	30%
LOCKPORT	*64%*	*52%*	*36%*
MARION	50%	40%	21%
OAK LAWN	46%	27%	19%
OAK PARK	*60%*	*52%*	*36%*
PARK FOREST	*67%*	*50%*	*33%*
SIGNAL HILL	*58%*	*52%*	*35%*
SKOKIE	*89%*	*79%*	*55%*
URBANA	50%	42%	24%
	Range is 51%	Range is 52%	Range is 41%

The highest percentage is circled; the lowest is underlined.

Italics refer to the centers which appear to be the highest across the board -- potential and implementation.

The totals used in Table 18 include teacher and administrator responses. The vast majority of the centers had too few administrators in our sample to include a separate table here, but for the centers who did have a significant number, there are some interesting differences.

Only 19% of the visiting teachers to the Decatur Center implemented a demonstration activity while over 31% of the administrators did. To a certain extent, the same is true for Elk Grove and Urbana. These centers seem more 'administrator oriented' in so far as their effect is measured. Since both Elk Grove and Urbana offer package curriculums -- IPI -- this may account for their relatively high impact on administrators. Also, Decatur's presentation of independent study is apparently more successfully perceived by administrators than teachers.

By the term efficiency, as it is used in Table 18 and throughout the rest of this report, is meant the varying ability of the centers to influence visitors to try out a demonstrated activity in their own schools. While Table 18 shows at what level of efficiency each center is working, it does not account for the variation in the visitor population size among demonstration centers. For example, only 59 school personnel visited the Evanston Center while 434 observed demonstrations at the Decatur Center. Therefore, it seems appropriate that another variable which must be considered is the number of visitors each center entertains along with its percentage of efficiency. For example,

	No. of Visitors	x	% of Efficiency	=	Projected No. Affected
BELDING:	196		24%		47

The figures in the above example are taken from Table 19 on the following page. Column 1 in Table 19 gives the total number of school personnel who observed demonstrations during the 1968-69 school year -- 196 in the above example. Column 2 refers to the percentage of visitors who are expected to try out some activity as a result of the vsiit to that particular center -- 24% in the case of Belding.

The third column indicates the projected number of visitors who would be affected. This is the same procedure that is used with a high degree of success in predicting the winning candidate on election night after a sample of the votes has been counted. Again, this projected number in the third column is determined by multiplying the yearly total number of school personnel (column 1) visiting a particular center times the percentage of efficiency (column 2) which has been determined by the number of people who could give an example of implementing an innovation in a class or school.

TABLE 19 REPORT OF EFFICIENCY AND ESTIMATED EFFECTIVENESS -- FOR EACH CENTER

	(1968-69) Public School Personnel Visiting Demonstration Centers	Percentage of Visitors Who Give An Example of Implementing An Activity	Number of Public School Personnel Affected Yearly (Projected Estimate)*
BELDING	199	24%	47
BOWEN	179	16%	28
BRYN MAWR	89	14%	12
CARVER	*120*	*38%*	*45*
CHAMPAIGN **	186	30%	55
DECATUR	*434*	*22%*	*95*
DEKALB	171	27%	46
EDWARDSVILLE	112	31%	34
ELK GROVE	*376*	*25%*	*94*
EVANSTON	59	28%	16
EVERGREEN PARK	*116*	*51%*	*60*
FREEPORT	181	30%	54
LOCKPORT	*289*	*36%*	*104*
MARION	129	21%	27
OAK LAWN**	54	19%	10
OAK PARK	*214*	*36%*	*77*
PARK FOREST	*174*	*33%*	*57*
SIGNAL HILL	*179*	*35%*	*62*
SKOKIE	*93*	*55%*	*52*
URBANA	195	24%	46
	3549	29%	1021

NOTE: A) The percentages underlined in the second column represent the top third of the percentages of efficiency.
B) The numbers underlined in the third column represent the top third of the total projected numbers of effectiveness.
C) The centers whose names are in italics are among the top third of centers in efficiency or effectiveness or both.

*The projected estimate of effectiveness is only an approximation based on the total number of school personnel to a center times the percentage of efficiency as found in our sample.

**The total number of visitors to these centers are available only through March, 1969.

There are other school personnel who participated in various workshops and seminars at the demonstration centers who are not listed in column 1 of Table 19. For example, if Evergreen Park or Lockport had a workshop for past visitors and had 30 participants each, this number would not be added to the total.

Initially the inclusion of these personnel caused some problems; our solution was to base our projections solely on the number of school personnel who go through the demonstration process: orientation, explanation of class, observation of class, question session. Those school personnel who are affected by other activities of the center, such as workshops, will eventually show up in the efficiency column (column 2 Table 19) if they also go through the demonstration process at some time and we assume this would be the case.

Table 19 seems to express some of the variety inherent among the centers and subsequently some of the problems inherent in producing a fair and accurate report on them. At least in this table an observer is able to judge the centers on their rate of effectiveness and on the number they will probably effect.

For example, the last two columns illustrate that ...

1) some centers can affect a comparatively high percent of visitors even though they have a large number of visitors (Lockport);

2) some centers are very effective but -- perhaps because of the nature of their demonstration or their physical setting -- cannot handle a large number of visitors (Skokie);

3) some centers affect a comparatively high number of visitors because of their large number of visiting school personnel rather than their high percent of efficiency (Decatur);

4) some centers apparently have very little going for them (Bryn Mawr).

It should be pointed out that the cut-off for italicizing centers' names in Table 19 was based only on their position of leadership on these particular measures and does not intend to imply that these centers are necessarily the best.

In conclusion, the post visit questionnaire does not determine whether visitors who try out new activities later drop them and return to their old ways. In other words, we do not know if the visitor's implementation of one of the demonstration center's activities is only on a trial basis or whether it becomes an integral part of the visitor's 'life style' as an educator. Preliminary data from the reimbursement center phase of the evaluation project indicates that there indeed may be a large percentage of loss after the trial period. This seems to be an accurate perception considering the range and type of follow-up typically offered by the demonstration centers.

X. WHAT OTHER TYPES OF ACTIVITIES ARE CARRIED OUT BY VISITORS UPON THEIR RETURN TO THEIR OWN SCHOOL?

Demonstration centers may also influence their visitors to accomplish activities other than the ones measured by the written examples. Two lists of activities -- one for teachers, one for administrators -- were available for demonstration visitors to check. These activities are categorized into the following areas: Personnel -- meeting with others to formulate thinking; Planning -- a more active involvement with an end in sight; Training -- formal preparation for implementation; Identification -- the first step in manipulation of the students; Treatment -- actual implementation of activity; and Evaluation -- were the results worth all the fuss? Below is a summary of what visitors report their actions are as a result of the visit.

TABLE 20 TEACHER ACTIVITIES DIRECTLY RELATED TO A VISIT

Steps in Program Development	Activities	Percent Who Performed Activity
PERSONNEL	Talked with other teachers about my visit(s)	89
	Talked with administrators about my visit(s)	69
	Visited related demonstration centers	17
	Met with consultants from my district	12
	Met with outside consultants	9
PLANNING	Examined availability of facilities	24
	Participated in a planning committee	19
	Written a description of goals	13
	Formed a planning committee	7
TRAINING	Participated in workshop(s)	30
	Influenced tchrs. to become involved in training	20
	Participated in summer institute(s)	9
	Conducted workshop(s)	4
IDENTIFICATION	Identified certain students	30
TREATMENT	Tried out some ideas in a classroom	62
	Tried out some ideas in more than 1 classroom	40
	Tried out on one grade level only	32
	Tried out on more than one grade level	22
	Fully implemented the activities for all identified students	4
EVALUATION	Attempted an evaluation	12

TABLE 21 ADMINISTRATOR ACTIVITIES DIRECTLY RELATED TO A VISIT

Steps in Activity Development	Activities	Percent Who Performed Activity
PERSONNEL	Talked with teachers about my visit(s)	85
	Talked with administrators about my visit(s)	79
	Visited related demonstration centers	31
	Met with consultants from my district	30
	Met with outside consultants	23
PLANNING	Provided materials for teachers	44
	Examined availability of facilities	36
	Participated in a planning committee	26
	Written a description of goals	21
	Set up a budget for activities	21
	Formed a planning committee	12
TRAINING	Influenced tchrs. to become involved in training	47
	Participated in workshop(s)	30
	Conducted workshop(s)	13
	Influenced other admin. to receive training	9
	Participated in summer institute(s)	7
IDENTIFICATION	Identified certain students	45
TREATMENT	Tried out some ideas in a classroom	41
	Tried out some ideas in more than 1 classroom	35
	Tried out on more than one grade level	30
	Tried out on one grade level only	9
	Fully implemented the activities for all identified students	6
EVALUATION	Attempted an evaluation	21
	Recommended changes as a result of evaluation	18

On the average, each visitor accomplishes five or six activities after returning to his own school. Most of the visitors communicate with co-workers about the visit and, although some stop there, other individuals go on to planning training, identification/treatment, and evaluation.

For example, approximately four out of every ten administrators supply materials to teachers and examine the availability of facilities while almost two out of ten teachers participate in a planning committee and one out of ten participates in a summer institute as a result of the visit. While 30% of the

teachers and administrators say they participate in a workshop, between 30% and 43% of the visitors say they go so far as to identify students.

However, the tables and the above statements have to be presented with a caution. First, all self report data has to be taken cautiously since individuals may tend to make themselves look better or -- in this case -- more active than they actually are. Secondly, we do have data with which we can compare the percentages illustrated in the two preceding tables; there is a sizable discrepancy.

While 62% of the teachers and 41% of the administrators report some attempt at a "treatment" in the classroom, only 30% of the teachers and 25% of the administrators can give an example of this treatment. Therefore the tables in this chapter may be a better indicator of the range of activities accomplished by visitors in a post-demonstration situation, but <u>not</u> an accurate measurement of action.

Therefore, the percentages which indicate "full implementation of the activities for all identified students" are probably much lower than the indicated 6% for administrators and 4% for teachers. This data would tend to further support previous information that the visitors tend to implement parts of activities or activities on a limited basis rather than attempt a full scale implementation.

XI. CONCLUSIONS

There is no doubt that a majority of the visitors believe that their presence at a demonstration center has furthered their educational development. Over 72% of the teachers and 80% of the administrators stated that their behavior and/or attitudes had been changed or affected as a result of the visit.

The data shows that 29% of the visitors to the centers are so affected that they actually implement some specified change in their class or school on a trial basis. Others accomplish a myriad of activities ranging from planning and training through evaluation.

It should be noted that these visiting teachers and administrators are to quite an extent a self-selected group. Over one-third of them are desirous of change before they enter the center and over one-half of the total are more than slightly interested in the demonstration activities even before they see them.

The two main activities which impress both teachers and administrators are independent study and individualized instruction. Following these two in popularity are team teaching, learning centers, small group work, inquiry, and IPI.

Once a visitor decides he would like to use the activity -- that it is relevant for him -- he must then weigh several factors before deciding on a final verdict. The two most important factors are whether the innovation is realistic in the visitor's own environment and how adaptable it is to the current program of activities in which the visitor is already engaged.

If the schedule changes seem too complex, or there seems to be too much cost or time involved, or if the visitor's school seems to be lacking either in staff or facilities, then the innovation stands little chance of being adopted. A fact to be noted here is that for 84% of the visitors their first visit is their only visit to the center. They must make a rather quick perception of the demonstration center with its trappings in comparison to their own school and then make the decision about how realistic the center's activities would be if they were transplanted to their own setting. It can be readily expected that these visitors will often make an inaccurate judgment unless special care and attention is given to each visitor or each group of visitors from a particular school.

Assuming that these school personnel believe that their social system will be able to tolerate and perhaps even benefit from the innovations at the center, each individual must then judge how well the innovation will mesh with his current procedures. If the activity can be used on a limited basis or parts of it can be omitted while others are extracted, then the individual seems to feel much more comfortable with adapting the activity.

The range of the impact of the centers among visitors points to the fact that there are better ways of utilizing the demonstration process than are currently being used by many centers. Analysis of the statistical evidence and of the written comments indicate that the significant size of the variation may be caused by any one of the following factors or any combination thereof:

1) Definite Selection Procedure

There are centers that accept visitors to observe activities that have little or no personal relevance for the visitors. This seems to occur generally among those centers with large visiting populations. For example, although it is very difficult to elicit negative comments by professional educators as they view their peers, this does occur when eighth grade science teachers have to submit to third grade reading and fifth grade dramatics classes. Simply stated, visitors would like to see less of the scope of demonstrations available at a center and more of a particular demonstration that is relevant for them.

However, the more serious problem of selection depends upon the centers' interpretation of their role as a functioning part of the Illinois Plan for Gifted Children. A role of producing general awareness and acceptance requires the center personnel to just present their wares. A role of producing change requires the center personnel to go beyond presentation and probe the needs, problems, and ability of the visitor to implement an innovation in his class or school before the demonstration is presented.

2) Feasibility of Demonstration Activities in a Different Setting

The demonstrations appear credible and feasible within their own setting but often lose their glamour when an attempt is made to transplant them to a different environment. The transplant attempt may be rejected in the mind of the visitor as he compares facilities and available funds between his school and the demonstration schools or later after an actual trial period back at the visitor's school. The first type of rejection is a problem that has to be faced as long as demonstrations occur in what many visitors see as a unique situation or location. The second type of rejection takes place when the centers do not attempt to explain how the visitor may mesh the demonstration activity into the economic, political, and social system of his school.

3) Follow-Up Procedure

The type and range of follow-up used is again determined by the role of the center. If a center is concerned with creating an awareness and initial acceptance to a certain idea expressed in a demonstration, then the follow-up will be sparce and general. However, if the center is concerned with producing change, it must use a follow-up procedure which will be personal and active, one which would follow the visitors as they work on developing programs for gifted children.

The effect of the demonstration centers is present but limited in its extent and duration. Only 29% of the visitors try out an activity and less than half of that number continue that change. These limitations of the demonstration centers are partly due to neglect on the part of the directors but more to the nature of demonstration without a well-developed change technology.

Demonstration Centers now serve the valuable function of providing information and convincing visitors in general of the feasibility of their demonstrations, but their present role limits them to little else. If the demonstration centers are to be change agents, they will have to develop a change technology which finds a clientele with problems, works with teachers and local administrators in developing alternative solutions, demonstrates these alternatives, and then supplies extensive help and training.